

Degree programme	Type	Course
Speech therapy	OB	3

Contact lecturer

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Prerequisites

Group languages

You can consult this information at the [end](#) of the document.

We recommended to have passed subject Física Acústica i Audiologia (101708).

Objectives

At the end of this subject, the student will be able to:

1. Know your voice and modulate it.
2. Master the scales of perceptual analysis and the tools of acoustic analysis of the voice.
3. Know the vocal alterations produced by the different pathologies of the voice.
4. Develop an intervention plan for the rehabilitation of vocal disorders and carry it out.
5. Write an objective and subjective assessment of a patient's vocal condition.

Learning outcomes

- CM12 (Explain in writing the diagnosis and proposed speech therapy treatment in order to inform other professionals involved in the case (speech therapists, ENT specialists, teachers, paediatricians, etc.).) Explain in writing the diagnosis and proposed speech therapy treatment in order to inform other professionals involved in the case (speech therapists, ENT specialists, teachers, paediatricians, etc.).
- KM23 (Recognise in which situations a referral is required to a specialist in ENT, audiology, speech therapy or other related specialties.) Recognise in which situations a referral is required to a specialist in ENT, audiology, speech therapy or other related specialties.
- SM19 (Plan for family collaboration and participation in speech therapy treatment related to speech, voice, and hearing.) Plan for family collaboration and participation in speech therapy treatment related to speech, voice, and hearing.
- SM20 (Prepare a medical history based on the symptoms and signs provided by the patient.) Prepare a medical history based on the symptoms and signs provided by the patient.
- SM21 (Analyse possible inequalities based on gender/sex or origin due to vocal and auditory characteristics.) Analyse possible inequalities based on gender/sex or origin due to vocal and auditory characteristics.

- SM67 (Apply the specific assessment tools appropriate for speech, voice and hearing.) Apply the specific assessment tools appropriate for speech, voice and hearing.
- SM68 (Design speech therapy interventions, selecting the appropriate objectives, techniques and resources for speech, voice and hearing intervention.) Design speech therapy interventions, selecting the appropriate objectives, techniques and resources for speech, voice and hearing intervention.

Contents

1. Description of normophonia. Use of the melodic keyboard and mobile applications for vocal work. Vocal self-image. VHI.
2. Perceptual voice assessment scales: GRBAS, S3R3b0r0 and CAPE-V. Communicative vocal behavior.
3. Vocal uses. Amplified voice. Anamnesis.
4. Vocal disturbance and vocal goodness algorithms. Perceptual analysis of the voice.
5. Classification of dysphonias. Dysphonia due to vocal nodules.
6. Dysphonia due to vocal polyps. Use of the phonetogram. Vocal hygiene.
7. Dysphonia due to Reinke's edema. LaxVox technique. Acoustic analysis of the voice.
8. Dysphonia due to endochordal cyst. Concept of vocal optimum. Alexander technique.
9. Dysphonia due to recurrent nerve palsy. Nasal breathing.
10. Dysphonia due to Stretch marks and sulcus. Modes of phonation.
11. Childhood dysphonia. Phonorespiratory coordination.
12. Spasmodic dysphonia. Projected voice.
13. Psychogenic dysphonia. Presbyphonia.
14. Dysphonia during vocal molt. Dysphonias of neurological origin. Vocal feminization.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
follow-up of a real case and discussion	24	0.96	CM12, KM23, SM19, SM20, SM68
Seguimiento de un caso real	14	0.56	CM12, KM23, SM19, SM20, SM67
masterclasses and classroom activities	21	0.84	KM23, SM68
comprehensive reading of articles	10	0.4	SM68
preparation of releases	20	0.8	KM23, SM20, SM67
personal study	50	2	KM23, SM19, SM21, SM67, SM68
bibliographic search	5	0.2	SM21, SM68

In this subject, the essential knowledge will be acquired to be able to evaluate and intervene in the different alterations of the voice. The necessary theory will be addressed to create a good theoretical foundation that will be complemented with the analysis of real cases. During the party group seminars, the theoretical content can be put into practice. It aims to be a very experiential subject and from an eminently practical point of view.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
EV3 - Exam	45%	3	0.12	KM23, SM19, SM68
EV2 - Practices	20%	1.5	0.06	CM12, KM23, SM68
EV1 - Exam I	35%	1.5	0.06	SM20, SM21, SM67, SM68

Following the guidelines for the evaluation of the degrees of the Faculty of Psychology (see this link <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>), the guidelines for the evaluation of this subject is the following:

A) Definition of passed subject: To successfully pass this subject it is necessary to obtain a grade of 5,0 points out of 10 or higher, in each of the evidences of learning that are detailed in the following table:

Evidence Code	Denomination	Weight	Format (oral, written or both)	Autorship (Individual, collective, both)	Via (attendance)
EV1	Written test I (week 8)	35%	Written Individual	Attended	Notes and qualitative feedback throughout week 8
EV3	Written test II (week 17)	45%	Written Individual	Attended	Notes and qualitative feedback throughout week 20
EV2	Real cases (week 17) report	20%	Oral Written Individual	Attended	Notes and qualitative feedback throughout week 20

B) Remedial tests: Those students who have not met the criteria established to pass the subject and who have previously been assessed in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the subject.

C) Definition of the different pieces of evidence:

1. EV1: assessment in the form of a test-type exam that will account for 35% of the total mark. Failure to achieve a 5,0 out of 10 of this evidence gives the right to a make-up exam or compensatory work at the teacher's discretion.

2. EV3: test-type assessment plus an open essay question, about a case, which will account for 45% of the subject's final mark. Failure to pass this evidence gives the right to his recovery with another exam or compensatory work.

3. EV2: assessment with an oral presentation of case analysis. Attendance at seminars is mandatory at a minimum of 80%. This minimum attendance plus the case presentation make it possible to qualify for 20% of the final grade for this evidence. Active and participatory attendance during the sessions will be taken into account. The teaching staff reserves the right to request a written exercise on the seminars carried out. If any student cannot attend the minimum number of seminars requested, even for justified reasons, they will be entitled to recovery with compensatory work proposed by the teachers according to the seminars of interest.

D) Single assessment: For students who properly request the single assessment, EV1 (60 minutes) and EV3 (90 minutes) are proposed on the same day and continuously and simultaneously to the rest of the students on the day of the final assessment of the subject. The percentages will be the same as the continuous assessment. These students must follow the subject program and attend the seminars as well. EV2 (20%) will be assessed by means of a paper or a case analysis which must be handed the day of the exam. THE UNIQUE EVALUATION IS REQUESTED TELEMATICALLY (E-FORM) IN THE SPECIFIC PERIOD (more information on the Faculty's website).

E) Return: grades will be notified via virtual campus.

F) Retake: Definition of passed: In accordance with the Faculty's assessment guidelines, the definition of a subject passed in the continuous assessment, on a scale of 0-10, must necessarily include having obtained a minimum grade of 5.0 points in each of the face-to-face assessment tests that have a contribution equal to or greater than 20% of the grade of this continuous assessment. In the event of not meeting these requirements, and any others that the subject may establish, the maximum grade to be recorded in the academic record will be 4.5 points.

The delivery of the translation of the face-to-face assessment tests will be carried out if the requirements established in article 263 are met and your request is made in week 4 electronically (e-form) (more information on the faculty's website).

AI use:

Model 2 - Restricted use: "For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as bibliographic or information search, text correction or translations. It is prohibited to use AI in the final result of learning evidence. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in cases of seriousness."

Bibliography

Complementary readings:

Behrman, Alison, i Haskell, John (Eds.). (2013). *Exercises for voice therapy*. Plural Pub.

Cobeta, Ignacio, Núñez, Faustino, i Fernández, Secundino (2013). *Patología de la voz*. Ponencia Oficial de la Sociedad Española de Otorrinolaringología y patología Cérvico-facial 2013

Stemple, Joseph C., i Hapner, Edie R. (2014). *Voice Therapy: Clinical Case Studies*. Plural Publishing.

Stewart, Celia F., Kling, Irene F., i Allen, Elisabeth L. (2015). *Voice Rehabilitation: Testing Hypotheses and Reframing Therapy*. Jones & Bartlett Publishers.

Wicklund, Karen (2010). *Singing Voice Rehabilitation: A Guide for the Voice Teacher and Speech-Language Pathologist: A Guide for the Voice Teacher and Speech-language Pathologist*. Cengage Learning.

Hardy, T. L. D., Rieger, J. M., Wells, K., i Boliek, C. A. (2020). Acoustic predictors of gender attribution, masculinity-femininity, and vocal naturalness ratings amongst transgender and cisgender speakers. *Journal of Voice*, 34(2), 300.e11-300.e26. <https://doi.org/10.1016/j.jvoice.2018.10.002>

Hillenbrand, J. M. (2011). Acoustic analysis of voice: A tutorial. Perspectives on Speech Science and Orofacial Disorders, 21 (2), 31-39. <https://doi.org/10.1044/ssod21.2.31>

Lavan, N. (2025). Time after time: Voice perception from first impressions to identity recognition. Quarterly Journal of Experimental

Naqvi Y, Gupta V. Functional Voice Disorders. 2023 Apr 28. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-. PMID: 33085329.

Victor Rosi, Carolyn McGettigan; Voice gender diversity: expression, perception and acoustics. R Soc Open Sci. 1 October 2025; 12 (10): 251193. <https://doi.org/10.1098/rsos.251193>

Software

We will use an informatic program to edit audio files: PRAAT, it is free.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed